DOCUMENT RESUME

ED 047 191 AC 008 566

TITLE	The TRANSITION Program.
INSTITUTION	Department of Defense, Washington, D.C. Assistant Secretary of Defense (Manpower and Reserve Affairs).
PUB DATE	May 69
NOTE	66p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Business, Comparative Education, *Cooperative Programs, Counseling, Data Collection, Government Role, Industry, *Job Placement, Manpower Development, *Military Personnel, Occupations, *On the Job Training, Program Administration, Program Evaluation, *Remedial Instruction
IDENTIFIERS	*TRANSITION Program

ABSTRACT

Operated on a voluntary, decentralized basis at 215 military bases (58 overseas), the TRANSITION Program is designed to provide maximum guidance and training or educational opportunities for servicemen during their last six months of duty to prepare them for productive reentry into civilian life. Public and private placement services are also offered. TRANSITION gives priority to the combat disabled, persons ineligible to reenlist, those without civilian job experience or skills, and those needing basic or high school equivalency education. The military establishment cooperates with business, industry, labor, and all levels of government (Federal, state, local) to provide on or off base on the job training or other educational services. Specific course offerings depend on resources made available by the public and private sectors (including educational institutions). Of about 400,000 men surveyed during 1968, about 83% received counseling. About 35% of servicemen indicating a desire for training actually began, but the completion rate was 93%. Thus far, despite operating problems in such areas as funds, staffing, counseling, followup, and determination of target groups, the program has generally met its educational and skill development objectives. Britain, Israel, West Germany, and Canada have somewhat similar programs. (LY)

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED047191

The TRANSITION PROGRAM

Office of the Assistant Secretary of Defense
(Manpower and Reserve Affairs)

MAY 1969

AC 008 566

THE TRANSITION PROGRAM

MAY 1969

Office of the Assistant
Secretary of Defense
(Manpower & Reserve Affairs)

TABLE OF CONTENTS

THE TRANSITION PROGRAM

	Page
Preface	iii
Brief Overview of the Program	iv
A Summary	v
Principal Observations on the Program	vi
Notations on Summary Statistics	viii

Chapters

1.	The Aim and Purpose of the Program	1
2.	Major Policies Governing the Program	5
3.	Organization of Program in DOD	7
4.	How Individuals Get into the Program	11
5.	The Counseling Program	14
6.	The Education Program	18
7.	Training & Placement by Private Sector	20
8.	Training & Placement by Public Sector	23
9.	Reporting and Evaluation System	31
10.	Evaluation of the Program to Date	34

Figures

1.	TRANSITION Program Operation by Service	10
2.	How Men Enter Program	13
3.	What the Counselor Does	15
4.	Summary of Current Counseling Program	17
5.	FY-69 MDTA Training by Skill	24
6.	FY68-FY69 MDTA Training by State	26
7.	Data System	32
8.	Goals and Achievements	35
9.	Transition Programs of Foreign Nations	39

		Page
APPENDICES		
A	Examples of Skill Training Provided by Major Companies Participating in TRANSITION	41
B	Examples of Variety of OJT Training Provided by Small Business	43
C	FY68 and FY69 MDTA TRANSITION Courses	44
D	TRANSITION Program State Sponsored Training	47
E	Representative Local Government Sponsored Training	48
F	Reporting System	49
G	Number of TRANSITION Sites by State and Overseas Countries	51
SELECTED REFERENCES		54

THE TRANSITION PROGRAM

PREFACE

This booklet contains information about the TRANSITION Program operated by the Army, Navy, Air Force, and Marine Corps for servicemen who are about to return to civilian life. The TRANSITION Program affords an opportunity to those men most needing it, a chance to raise their level of education or to acquire a civilian-related skill during the six month period just prior to separation. The training program is a joint undertaking by both the private and public sectors in cooperation with the Department of Defense.

BRIEF OVERVIEW OF THE PROGRAM

THE PROGRAM

A Summary

The Problem

- 900,000 leave service each year
- Many face critical reentry problems
- Some have low educational achievement or no civilian-related skills
- Many are returning to critical urban and rural environments
- Others desire assistance to make themselves immediately productive
- Decisions might be made, prior to separation, which will immediately ease readjustment problems

The Approach

- Enlisted target groups are identified within the six month period prior to separation
- Needs are evaluated during a counseling session
- Training is provided while still in uniform
- Decisions are made about -
    - . Skill training programs offered by industry and the public sector
    - . Educational upgrading opportunities
    - . Continuance of a service career
    - . Job referrals
    - . Help after separation

Value

- Affords valuable decision-making before men scatter to differing environments
- Permits an economical way to contact, counsel, train, and refer men for immediate employment
- Allows for a joint and very unique effort by the private and public sectors to train against immediate needs
- Eliminates for many Vietnam Era servicemen serious economic adjustment problems by providing immediately productive reentry into civilian life.

Principal Observations on the Program

1. The program is affording many enlisted personnel a good opportunity to sort out the principal occupational options available to them in the military service and on the outside and to make some definite judgments based upon these options. The options are presented to the men through counseling sessions. The service personnel like the atmosphere of the counseling sessions. They are directed toward them as individuals. They are informal; they provide a means for the men to weigh their futures before they plunge back into civilian life.

2. The counseling program meets the serviceman at an important decision-making time -- prior to his return to the various rural and urban environments where services and help vary greatly because of variations in available resources and where conditions may be critical. The counseling program provides information, understanding, and a road map. It helps men to place themselves in a more knowledgeable position regarding the paths to take. It helps to build more confidence in facing up to new realities.

3. The program to date has operated in keeping with accepted economic practices. Its aim is to help prepare servicemen who need it the most for an immediate, productive reentry into civilian life. The educational aim is to provide the equivalency of a high school education since this is often a prerequisite for employment. The skill training aim is to provide entry level training for those occupations where demands are high and employment possibilities are good. The ultimate aim is to help those servicemen who need such training acquire a negotiable skill which will enable them to obtain a job at a good entry wage consistent with their training and potentialities. The program to date appears to be meeting these objectives. Since the resources of American industry have been tapped in order to get solid training, each participating company has a built-in placement opportunity for those successfully completing the training.

4. The program does have certain operating problems. These are: tight budget constraints, identification of the proper target groups, use of on-duty time for training where feasible, reaching maximum numbers with questionnaires to determine interest in the program, control of personnel through administrative records and reports at the local level, broadening the training opportunities at bases, availability of personnel to participate in programs, providing enough qualified counselors, and developing appropriate follow-up procedures.

5. The TRANSITION Program has heavily emphasized the American industry route for providing training on or near a military base, and business and industry response has been outstanding. By involving industry, the program insures a more positive degree of placement opportunity for those who complete industry courses.

6. One of the interesting developments in the program has been the extent to which individual bases on their own initiative have involved local industry in supporting O.J.T. programs in a variety of skills.

7. The Department of Defense continues to serve as a catalyst by bringing the maximum number of services, which both the private and public sectors provide, together and closer to the serviceman prior to his separation. In this manner duplication of effort is practically eliminated and the serviceman benefits by the immediate bringing together of these resources.

8. An analysis of similar programs in other countries such as Canada, Great Britian, Israel, and West Germany indicates that all these countries follow a similar program of in-service assistance. They also use their transition programs as a procurement incentive for the prospective enlistee, pointing up the continuous security of service in the Armed Forces and opportunities for later readjustment to civilian life.

9. The aim during the remainder of FY 1969 will be to consolidate and improve counseling, training, and placement efforts; improve the administrative machinery for handling the program at the local level; widen contacts through the questionnaire and emphasize assistance for those target groups which need it the most; broaden the base of industry participation and refine the training programs to be responsive to all target groups; and sharpen evaluation procedures.

NOTATIONS ON SUMMARY STATISTICS

The table on the following page provides some key statistics on the TRANSITION Program since its official establishment in January 1968 through the end of January 1969. Since the program is to a high degree decentralized, the total growth has been at an accelerated rate but substantial variations exist reflecting the problems inherent in the situation at each local installation.

Once a man is reached by questionnaire the chances are very high that he will receive counseling assistance. Of the almost 400,000 men who completed questionnaires during the time frame covered by the data, approximately 83% received counseling.

Over 70% of the men who decided not to remain in service indicated a desire for training. In the counseling process many of these men fall by the wayside either because the available training did not meet their desires or because they were unwilling to put forth the effort required by the training courses. Approximately 35% of the men who indicated a desire for training actually entered training. Their survival rate was very high -- only 7% of those who entered did not complete training.

Eighty per cent entered vocational training and twenty per cent entered the more conventional academic courses. The academic courses are usually selected by men who did not have high school diplomas and want to obtain a high school equivalency certificate before they leave the service. Nineteen per cent of the men who entered training are non-white. Since non-whites constitute about 11% of the men who separate, the proportion of non-whites in the TRANSITION training program is substantially higher than that which would have been obtained without a special effort to reach these people.

TRANSITION Program Summary Sheet
(January 68 - January 69)

Department of Defense

Number of questionnaires administered	396, 317
Men counseled	327, 224
% of questionnaired who were counseled	83%
Number who desired training of those not reenlisting	163, 868
% of those not reenlisting who desired training (white)	70%
% of those not reenlisting who desired training (non-white)	79%
% of those who desired training who entered training (white)	34%
& of those who desired training who entered training (non-white)	40%
Number who entered training	63, 505
Type of Training: % vocational	80%
% educational	20%
% of those who entered training who are (white)	81%
% of those who entered training who are (non-white)	19%
Number in training on 31 January 69	11, 617
Those who completed training by 31 January 69	47, 029
% who dropped training	7%

The TRANSITION Program

The following chapters outline in some detail how the TRANSITION Program operates. The final chapter (Chapter 10) attempts to evaluate objectively the program to date and to outline the courses of action to be followed in the immediate future for further refinement of the operating activities.

Chapter 1

The Aim and Purpose of the TRANSITION Program

Over 900,000 service personnel return to civilian life each year. Many have already decided upon their immediate future - return to their former job; advanced schooling under the GI benefits; or a new job already arranged for, sometimes based upon acquired military skills.

There are many, however, who still have a low educational achievement or who possess no skill which will help them toward solid employment in civilian life. The TRANSITION Program aims to provide educational or skill training during the final six months of service to achieve this.

The program has recognized that all men cannot be served. Operational necessity may dictate that many men will be separated immediately upon their return from Vietnam and other short tour areas. In some cases the workload at stateside bases may preclude release for training on duty time. But within the various constraints, efforts are made to accommodate some counseling, training, education, or placement for those who may be eligible and available.

Principal Guidelines

There are specific principles which underlie the management of the program. These are:

- Enlisted personnel with less than six months' service time remaining are eligible for the program.
- The program is offered to men on a voluntary basis.
- A major emphasis is given to upgrading basic education.
- Training courses are offered which are directly related to job demands.
- There is a maximum decentralization of operations to local bases.
- On-base facilities are utilized where available.

- Personnel are released for training only through local command arrangements.

- A counseling program is provided to help individuals plan their future.

- Maximum training support is sought from both the private and public sectors.

- Job referral is an integral part of the program.

- Follow-up and evaluation procedures gauge the effectiveness of the program.

Target Groups

Priorities for education and training programs are given to service personnel in the following order:

I. Those who:

. Are combat personnel

- Disabled
- With skill or educational deficiency

. Are ineligible to reenlist

. Have no civilian-related skill

. Have low educational achievement

II. Those with -

. Military skill needing upgrading

. Civilian skill needing upgrading

III. Those about to retire in the above groups.

IV. Those with a military skill seeking job referral.

V. Those desiring a completely new skill.

In actual practice the individual services have administered the program with these priorities in mind. However, where there may be fewer problems, such as in the Air Force with their high educational level and more technical skill training, emphasis is placed upon counseling and job referral procedures.

In summary, the TRANSITION Program:

- Places emphasis on servicemen who have had no opportunity to acquire a civilian-related skill or to upgrade their educational qualifications while in the service.

- Recognizes the need of other men who may want to upgrade their skills or strike out toward new skills for which there is a market.

- Provides a final opportunity for men to objectively consider the value of a career in the Armed Forces. Experience thus far has shown that many men decide to reenlist.

- Endeavors to provide meaningful training, education, and career guidance prior to the individual's return to a civilian environment.

- Offers the opportunity of movement away from less desirable environments, urban and rural, to locations where their newly acquired skills are in demand.

- May provide a high school equivalency.

- Gives men an opportunity to participate in courses which will supplement skills already learned.

- Increases the morale of the returning servicemen by helping to close the skill acquisition gap which may have been caused by time in service.

- Affords an opportunity for the returning serviceman to objectively think through his career decisions.

- Creates an opportunity for agencies in both the private and public sectors to work mutually to make the serviceman a productive tax paying citizen as soon as possible.

- Encourages the educational and training community to develop innovations to solve some unique training problems.

- Affords local and regional groups, whether in the private or public sector, an opportunity to tap a valuable source of manpower.

- Assists in improving the present urban situation by providing servicemen skill training and education prior to their return.

- Enhances the total skill and educational knowledge of many servicemen who still have Reserve obligations.

Chapter 2

Major Policies Governing the Program

Administration of the Program is based on the following criteria:

Policy Determinations by Individual Services. Within broad guidelines and concepts established by OSD, individual Services set their own policies regarding operation of the program. Department of Defense Directive Number 1332.22, Subject: TRANSITION Training and Education, dated March 16, 1968, is the governing directive.

Communication through Chain of Command. OSD Director communicates with the military services who in turn disseminate information through their normal channels.

OSD Coordination. DOD acts as a catalyst. It does not duplicate the services which may be provided by the private or public sector. OSD assumes responsibity for coordinating the program among participating Federal agencies, large corporations, and private nonprofit groups and foundations.

Decentralization. The local installation commander has the responsibility for development and operation of program. Emphasis is placed upon individual initiative, support, and management. Arrangements are made locally for release of military personnel to participate.

Budget Control by Services. All budget allocations are handled on a service basis.

Multi-source Publicity. In order to give impetus, all news media are used: public and specialized press, military publications, national magazines, and Armed Forces information services.

Release Time for Training. The commander of the installation at which the TRANSITION Program is located is responsible for determining if on duty release time can be utilized for training and in what amount.

Maximum Support by Organizations Outside DOD. Maximum participation by the public and private sectors is encouraged - the servicemen are reentering civilian life; thus the civilian sector is urged to develop programs for this reentry. Emphasis in these programs is placed upon the skill training and placement of the returning servicemen.

Diversity of Training Resources. Allied with the above criterion is the desire to broaden the base of training possibilities among all elements of the private sector and government agencies - local, state and Federal. All available sources are used to give the serviceman a greater opportunity to choose among many possibilities and to distribute the cost among outside agencies who are desirous of gaining well trained employees through their own training programs.

Volunteer Approach. No training or education under TRANSITION is mandatory. The serviceman makes the decision. A counseling program is available to help individuals consider the alternatives.

Preventive Human Maintenance. The program is designed to bridge the critical gap between leaving the service and the beginning of productivity in the civilian environment. The aim is to supply vital skills and education as tools for immediate employment. The aim is also to encourage mobility and to prevent reentry into critical urban or rural environments. As many men as possible are to be contacted before they scatter throughout the country. This system of contact is believed to be most economical and practical.

Inventory System for Placement. Placement is provided through the network of the United States Employment Service and through job information supplied by business and industry. Computerized inventories of available qualifications and job requirements are under active study.

Priority Concept of Training. Emphasis in the education and training program is placed upon the priorities of those who need it the most. The counseling program is designed to make these determinations.

Reports System. A reporting system is established to track the progress of the program and to determine kinds of decisions made by all eligible individuals. Department of Defense Instruction Number 1125.2, dated 24 September 1968, Subject: End-of-Active Service and Post-Service Information for Enlisted Personnel, is the governing instruction.

Program Evaluation. A program evaluation system determines the effectiveness of the program.

Chapter 3

Organization of the Program in the Department of Defense

The administration of the TRANSITION Program is conducted with the maximum of decentralization. Various echelons within DOD have, however, certain responsibilities.

The Office of the Assistant Secretary of Defense (Manpower & Reserve Affairs)

The Office of the Assistant Secretary of Defense (M&RA) has primary staff responsibility for the coordination of the TRANSITION Program within the Department of Defense and with the private and public sectors. Specifically, the Director of the TRANSITION Program develops the basic guidelines, contacts large industries, principal government agencies, national associations and other groups both in the private and public sector for the purpose of obtaining support for the program. In addition, the Director develops the reporting and follow-up systems for determining the effectiveness of the program.

Department of the Army

The Department of the Army TRANSITION Program is a staff responsibility of the Deputy Chief of Staff, Personnel, and the Director of Individual Training within that office. Staff supervision and policy guidance is provided from Department of Army, with the Continental Army Command being delegated primary responsibility for implementation of the program. The Army program has been established as an element of the General Educational Development Program (GED) and is administered by GED Directors at various command levels within the CONUS structure.

At the installation level, administration of the program is normally provided by qualified civilian personnel under the staff supervision of the Assistant Chief of Staff, Personnel. Administration and counseling services are normally provided by career civil service employees.

At the present time, 55 Army installations within the United States have established TRANSITION programs.

The U.S. Navy

The Chief of Naval Personnel has staff responsibility for the Navy TRANSITION Program. Within that office, the program is under the direction of the Assistant Chief for Education and Training. He maintains direct liaison with commanders of the established TRANSITION sites, and directs and monitors TRANSITION efforts as well as the allocation of resources, and the collection, collation, and rendering of necessary reports. Commanders of Naval Districts are charged with providing assistance as necessary to TRANSITION sites within their jurisdiction.

The program is decentralized and staffed primarily from military resources. Each site is directed by an appointed TRANSITION site officer of appropriate commissioned rank, with the assistance of enlisted personnel in grades E-6 or higher and civilian counseling and clerical support.

Programs are operated at 14 shore-based facilities within the United States. Preliminary orientation and administration of the DOD Career Plans Questionnaire is accomplished aboard ships and at Naval shore stations as practicable. Overseas and afloat personnel desiring TRANSITION assistance are afforded the opportunity during the last 7-10 days of final separation processing, or earlier if possible.

The Department of the Air Force

The Department of the Air Force has vested primary staff responsibility for the TRANSITION Program in the Office of the Deputy Chief of Staff, Personnel. Within the Air Staff, supervision of the program is exercised by the Director of Personnel Training and Education. The program is managed by the Personnel Programs Director within major air commands and is the responsibility of the Chief, Personnel Division, at the base level.

The Air Force program is operated primarily with solely military resources. Staff officers of appropriate rank are assigned as program managers at each command level. Counseling personnel at the installation level are normally non-commissioned officers with considerable experience in the personnel counseling field.

All major air commands participate in this program. At the present time TRANSITION Programs are in being at 180 Air Force installations. One hundred twenty two of these sites are in CONUS; 58 are located throughout other areas of the world with the exception of Southeast Asia.

U.S. Marine Corps

The overall coordination of the TRANSITION Program for the Commandant of the Marine Corps is accomplished by the Assistant Chief of Staff, Personnel, Headquarters, U.S. Marine Corps.

The Marine Corps Program is presently in operation at seven installations. Other Marine sites within a 50 mile radius of these primary bases are afforded an opportunity to participate in counseling and training. Marine personnel at U.S. Navy installations may participate in Navy TRANSITION Programs with reciprocal arrangements extended to Naval personnel at Marine Corps installations.

While counseling and training is presently conducted only within CONUS, initial orientation and administration of TRANSITION questionnaires is accomplished at intermediate sites, such as Okinawa, for personnel returning to the United States.

The respective commanders of Marine installations are responsible for the TRANSITION Program at their sites and for coordination with Federal and state agencies, local communities, and other branches of the Armed Forces in their local area. (See Figure 1).

See Appendix G for distribution of TRANSITION sites of the Military Services.

Figure 1

TRANSITION PROGRAM OPERATION BY SERVICE

	ARMY	NAVY	MARINE CORPS	AIR FORCE
BASE ORGANIZATION OFFICE	Base Education Office	Military Personnel Department	ACofS Personnel	Director of Personnel
IDENTIFICATION	ADP/Unit Roster 6-7 Months Prior	Unit Roster 6 Months Prior	ADP 7 Months Prior	ADP 8 Months Prior
QUESTIONNAIRE	Army Form Mandatory	Navy Form Mandatory	DoD Form and MC OPSCAN Mandatory	DoD and AF Forms Mandatory
COUNSELING	Civilian and Military	Military and Civilian	Military and Civilian	Military
TRAINING	All Types	All Types	All Types	All Types
EDUCATION ..... Complements Existing Programs in All Services				
PLACEMENT	Counseling Referrals	Counseling Referrals	Counseling Referrals	Resume Service

Chapter 4

How Individuals Get into the Program

Who is Eligible

Servicemen who are scheduled for release from active duty either through retirement or completion of their term of service are eligible to participate in the program if they have less than six months of service remaining prior to separation.

How to Identify (See Figure 2)

Presently, at most bases, individuals are identified by some form of automated printouts or data cards from personnel records six to eight months prior to actual separation. At bases lacking automated capabilities, appropriate rosters from unit personnel activities are provided the TRANSITION Staff.

Orientation and Administration of Questionnaire

Once identified as a possible TRANSITION participant, the individual is usually acquainted with the program's benefits and objectives through an initial orientation conducted at the unit or post level. This introduction frequently follows, or is conducted concurrently with, reenlistment counseling normally administered at this stage in the serviceman's career. Ideally, immediately following this indoctrination, a Career Plans Questionnaire is administered to each individual. This questionnaire seeks to identify current intentions regarding reenlistment; outlines a general profile of interests and aspirations; and develops information concerning previous experience and educational qualifications which might be applied toward attainment of the serviceman's goals. This questionnaire and the individual's service records constitute perhaps the best compilation of information on the individual which will ever be available. This helps make the TRANSITION counseling opportunity unique and most worthwhile.

Under current procedures all eligible participants should complete the questionnaire. Those indicating a desire to reenlist are referred to reenlistment counselors for follow-up action. Those who are unsure are referred to the TRANSITION counselor. This dual approach allows the Services to target on those individuals actively seeking assistance or those uncertain as to the direction of their future lives.

Individual Counseling

Based on questionnaire responses, counseling follow-up action is initiated. The initial interview provides an opportunity for the individual to meet and discuss future career plans with experienced counseling personnel. For the undecided, it provides a unique opportunity to explore objectively the many options available both in and out of the military service. Future aspirations are weighed against individual capabilities and the job opportunities available where he may wish to locate. The training and education available at that installation is then discussed. As a result of this objective analysis, certain individuals are found already well prepared in their field of interest. They are provided available information on placement opportunities and the procedures which should be followed in making application. Others, with educational deficiencies or no developed skills, will require training before they become eligible for the placement process. Every effort is made to outline a course of action which can best assist the individual's movement toward realistic goals.

Scheduling

Once agreement is reached on a meaningful course of action the counselor assists the individual to chart a program. Where proper local training is available that will be most useful to him in the future, the serviceman is enrolled. If educational upgrading is required, the TRANSITION staff makes the necessary arrangements. In this manner, the man's initial motivation is directed into a working program through TRANSITION and thus becomes the first step toward his upgraded productivity upon separation and subsequent return to the civilian community.

Figure 2

HOW MEN ENTER PROGRAM

Eligible During Last Six Months of Service

- General Group Orientation of Program

Contacted by Questionnaire

- Express Desire

  Reenlist
  Separate
  Uncertain

Questionnaire Gives Profile

- Interest
- Skill Choices
- Educational Needs

Counselors' Follow-Up

- Arranges Interviews
- Helps Select Training
- Assists in Other Decision-Making

Scheduling

- Skill Training
- Education
- Job Referral

Chapter 5

The Counseling Program

The counseling activity is the key to the entire TRANSITION Program. During 1968, over 275,000 service personnel received either individual or group counseling and over 50,000 of these individuals were placed into some training program. It is the job of the counselor to help the individual determine whether he merely needs advice and guidance about his future, including sorting out his options, or requires actual training. If the individual needs job referral or résumé preparation assistance, then the counselor renders this help. If the serviceman requires training or educational upgrading, the counselor helps to make these arrangements. The critical portion of the counseling process involves the discussion of feasible options with those who need the most help and then helping them to select a workable career plan.

Procedures in Counseling (See Figure 3)

Based upon the individual's desires and aptitudes, the counselor attempts to help the serviceman or woman to match his or her aspirations with a well-planned program to achieve the desired goal.

TRANSITION counseling seeks to conserve and build on the maturity gained by the serviceman during his military tour. This maturity may be reflected in a greater clarity and seriousness of purpose as well as a readiness to apply himself to a program of personal development. Therefore, the counselor must be able to effectively bring together aspirations and capabilities with educational and vocational training opportunities both in service and in civilian life. To do this he must know:

- In-service training and advancement policies
- Governmental programs for educational and vocational improvement available prior to and after leaving service
- Industry training offerings
- Local skill and scholastic training (both military and civilian)
- The job referral opportunities
- The serviceman's views concerning the community in which he desires to settle
- The serviceman's capabilities

What the Counselor Does (Figure 3)

-- EXAMINES QUESTIONNAIRE

-- EVALUATES COUNSELEE'S RECORD

-- PREPARES APPROACH

FIRST INTERVIEW

- Establishes rapport
- Determines counselee's desires
- Determines counselee's aptitudes (testing where necessary)
- Discusses career plans
- Provides information
- Helps counselee decide

-- REVIEWS COUNSELEE'S NEEDS

-- MATCHES NEEDS WITH SITE CAPABILITIES

-- PREPARES TENTATIVE PROGRAM

SECOND INTERVIEW

- Discusses approach
- Establishes plan
- Makes necessary arrangements

-- PERIODICALLY CHECKS PROGRESS

POST TRAINING INTERVIEW

- Provides job information
- Helps evaluate job offers
- Helps place individual
- Provides résumé assistance

To aid in assessing the last item, the counselor has available the serviceman's personnel file with his aptitude scores. Where the counselor feels that additional evaluation is warranted, he can usually administer up-to-date mental ability, aptitude, and preference tests at the TRANSITION site, thus acquiring adequate data for a meaningful discussion of the serviceman's potential.

Reenlistment always remains a cardinal consideration in the counselor's discussions with each individual. The counselor wants to be certain that the Services retain as many of their already well trained individuals as possible. The counselor also insures, however, that his attitude towards the individual serviceman is one of offering impartial assistance to the man regardless of his career choice, so that the man himself makes a sound decision about his future.

The following topics are always discussed by the counselor with the serviceman:

-- His acquired skills
-- The importance of educational upgrading
-- The job situation where he will be returning
-- Service opportunities for self-betterment
-- Local educational and training opportunities

A goal of the TRANSITION Counseling Program is to provide at least one individual counseling session per serviceman.

Special Considerations in Counseling

-- the concerns of those men who are considering a return to a critical urban or rural environment
-- the possibility of remaining mobile, especially if subsequent skill training leads to good job offers in other communities
-- the special problems of minority groups
-- the special opportunities offered by colleges cooperating in the TRANSITION programs, especially for those who never thought about going to college
-- decisions concerning the best route to take first -- academic or skill training
-- the leadership qualifications of many men in relationship to future job opportunities
-- the special problems of the retiree

A summary of the current strengths, weaknesses and steps toward improvement in TRANSITION counseling is outlined in Figure 4.

Summary of Current TRANSITION Counseling Program (Figure 4)

STRENGTHS

- Interest in helping the serviceman as an individual
- Furnishes a self-appraisal opportunity
- One stop point of contact for:
  - . Aptitude testing
  - . Vocational guidance
  - . Educational information
  - . Job market situation
  - . Federal programs
  - . Veterans' benefits
  - . Reenlistment options
- Provides assistance in:
  - . Career planning
  - . Job placement
  - . Résumé preparation

WEAKNESSES

- Insufficient number of trained counselors
- Inadequate counseling follow-up
- Aptitude Testing System needs refinement

STEPS TOWARD IMPROVEMENT

- Greater resources now allocated for counselor procurement
- Exploratory Professional Counseling Research into:
  - . Optimum Counseling Models
  - . Necessary information references
  - . Aptitude testing needed
  - . Follow-up procedures
  - . TRANSITION Counselor Training
- Counselor Training Courses being developed:
  - . Civilian contracted
  - . USAFI-sponsored
- Greater Inter-Site Exchange of Information
  - . Bulletin
  - . Regional Conferences
  - . Joint Service Workshops

Chapter 6

The Education Program

The educational program under TRANSITION is primarily aimed at:

- completion of the 8th grade equivalency
- completion of high school equivalency
- completion of individual academic courses which will enhance skill preparation.

The educational program for TRANSITION is an extension of the General Educational Development (GED) Program currently operational in all the Military Services. TRANSITION affords men a final opportunity while still in service to complete a certain level of education. Successful testing at the 8th grade, high school, or one year of college level leads to a Certificate of Equivalency. These certificates are now recognized in all 50 states. Their possession can lead to better jobs or to a continuation of higher schooling after separation under GI benefits. The TRANSITION education program is especially valuable to those men who due to combat or other overseas assignments did not have an opportunity to participate in the GED program normally afforded men during their tour of service. It is also valuable for Project 100,000 personnel who may require additional educational assistance prior to separation. At the present time, about 25% of the men in the TRANSITION Program choose the education route and 75% the skill path of self-improvement.

The United States Armed Forces Institute (USAFI) also supplies correspondence type courses for those men who cannot participate in formal or on-the-job skill training courses. Courses offerings range from TV repair to law enforcement. An excellent feature of the USAFI program is that it can be continued after the man has left the service.

A new development in the educational program involves encouraging men who had never before thought of themselves as college material to participate in a college program upon separation. As a result of the success of such a program (Project VAULT) sponsored by Webster College, Missouri, a confe e of colleges was called in Washington in September 1968 for the purpose of acquainting over 180 colleges with the Webster results. Webster established a college level program for a group of servicemen from disadvantaged backgrounds prior to their separation, leading into 2-1/2 years of teacher training for employment

in the ghetto area schools of St. Louis. These men are now on campus at Webster College completing their degree requirements. The Staten Island Community College acting for its parent organization, the City University of New York, is sponsoring a college preparatory program at Fort Dix similar to that initiated by Webster College. These men are being prepared to continue their college education in two-year and four-year colleges and expect to major in a variety of college curricula after separation from military service.

Other colleges, including community and junior, are now planning similar types of programs. Many of these will be aimed at motivating men toward similar public service careers.

Chapter 7

Training & Placement by The Private Sector

The TRANSITION Program, with its relatively small budget, depends heavily upon the full support of the private sector. Business and industry have recognized the value of the program, both to their own organizations and to the overall good of the country. Companies have responded by participating in the program in ever increasing numbers. On 1 January 1969, 50 major companies and well over 1,000 smaller businesses were involved in TRANSITION training and placement programs, with many additional companies planning programs for 1969.

Industry is invited to participate in two ways. Major industries are contacted by correspondence or by personal visits by members of the OSD TRANSITION Staff. Companies propose the kind of training they can offer, the prerequisites, and nominate the sites when they can participate. The proposal is then sent to the Military Services involved for their review and approval. The company is then informed of the Military Services' decisions. From then on the company deals with the local base commander in setting up the complete program.

Smaller industries may be contacted by correspondence, but the normal method is through personal contact between the base TRANSITION personnel and the local company representative. This is usually accomplished with companies which are located near a military base where one or more men can be better accommodated in a training program, with time and course content worked out locally. This portion of the program has shown continuous improvement throughout the United States.

Method of Industry Participation
In-Service Training

A primary goal of the program is to obtain direct industry support for in-service training of military personnel in those skills for which a company has specific job requirements. This training may consist of formal instruction conducted on or near a military installation, on-the-job training at the company place of business, or a combination of both. Appendix A lists examples of the skill training provided by major companies. Appendix B lists some variety of OJT training provided by small business. The following are examples of some industry programs. Many other industry programs are now gaining momentum.

- General Motors. In 1968 trained over 800 servicemen in various automobile mechanic and appliance repair skills. Their 1969 goal is 1200 TRANSITION trainees.

- IBM. The goal for 1969 is 500 new employees through TRANSITION training and referral programs.

- Lockheed Shipbuilding. Has graduated 113 marine pipefitters.

- Volkswagen. Their first auto mechanic course graduated 36 servicemen. Seventeen men accepted employment in the five state area covered by the sponsoring company while the remaining graduates were offered placement with Volkswagen dealers in other areas.

- Ford. Has graduated one class of auto mechanics and is expanding this training program to five additional sites as well as planning new training courses for salesmanship and assembly plant work.

Post-Service Training and Job Opportunities

In some cases, in-service training is not available or personnel have too little service time remaining to enter a training program. In these instances, companies provide information on their training programs to TRANSITION counselors. The counselors direct servicemen with little or no civilian related skills to companies offering appropriate post-service training opportunities.

Many personnel leaving the service already possess skills which can be directly applied to civilian employment. TRANSITION counselors are supplied with information on specific job opportunities so that they can appropriately refer the serviceman to interested companies.

Advantages of Industry Participation to Military Services

- Industry defrays the cost of training

- Training courses are designed for specific civilian employment opportunities, eliminating wasted training efforts

- TRANSITION counselors can provide specific civilian opportunities and pay scales which help men compare reentry to civilian life with possible continuance in the service.

Advantages to Industry

- Inexpensive Program - Trainees are still in uniform.
- Builds upon leadership qualities already developed.
- Control is assured since the participants are members of military organizations.
- Men have their active military obligations completed.
- Obtain responsible and mature men.
- Obtain men trained according to company's standards.
- Opportunity to motivate quickly in company operations.
- Trainees are mobile and more willing to relocate for employment.
- Personnel are in good physical condition.

The participation of American industry in TRANSITION has been the uniquely innovative aspect of the program. By gaining the support of the private sector, the returning serviceman, as he participates in industry sponsored programs, is assured of standard work skills and an opportunity for a specific job once he successfully completes his course. Industry in turn not only helps satisfy its own manpower requirements, but the total effort raises the skill and economic level of a significant number of servicemen who enter the national manpower pool.

Chapter 8

Training & Placement by The Public Sector

Federal Agency Participation

One of the fundamental principles around which the TRANSITION Program has been developed is that it will not duplicate services provided by other Federal agencies. Rather, the capabilities of these agencies are fully utilized, and TRANSITION is structured to complement existing Federal programs.

Departments of Labor/Health, Education, and Welfare (HEW)

The Department of Labor, through its US Training and Employment Service, and the Department of HEW, through its Office of Education, provide the bulk of Federal agency support for TRANSITION for developing training programs through the Manpower Development and Training Act (MDTA).

Training

A significant portion of training under the TRANSITION Program is accomplished through the Manpower Development and Training Act. This training program is administered by the Manpower Administrator in the Department of Labor. To date, it has rendered invaluable support. It provides the kinds of courses which are most suited to our principal target groups - those with low educational achievement and no civilian related skill who may be faced with the serious economic difficulties upon return to a critical urban or rural environment.

The MDTA Program for TRANSITION is administered jointly by the Departments of Labor and HEW. TRANSITION personnel at individual bases determine their MDTA training requirements and project these for the fiscal year. Priorities are set, depending upon budget and site need, by the Services with the TRANSITION Staff. Individual courses are then developed by the state MDTA personnel in cooperation with base personnel and then sent forward through normal HEW and Department of Labor channels. Figure 5 contains the skill training program under MDTA for FY 69 (as of December 1968) for MDTA. FY 68 distributions were similar. Figure 6 contains the MDTA course distribution by state for FY 68 and FY 69 (to December 1968). The state distributions largely reflect the locations of military bases. Appendix C lists MDTA courses by state, installation and skill.

Figure 5

TRANSITION Program

FY-69 MDTA Training by Skill
(As of 18 December 1968)

SKILL	# TRAINEES
Automotive Mechanic	160
Automotive Mechanic	40
Automotive Mechanic	40
Automotive Mechanic	30
Automotive Mechanic	15
Automotive Mechanic	100
Auto Painter	100
	485
Aircraft Engine Mechanic	26
	26
Civil Service Prep	25
Clerk General Office	15
	40
Drafting	30
Drafting	40
Drafting	50
	120
Electrician	30
	30
Gasoline Engine Repair	40
	40
Law Enforcement	120
Law Enforcement	30
	150
Programmer	40
Programmer	25
	65
Pre-Vocational Training	40
	40
TV Repair	40
TV Repair	10
TV Repair	30
	80

Figure 5 (Continued)

SKILL	# TRAINEES
Salesman	40
	40
Service Station Manager	40
	40
Welder	30
Welder	40
Welder	15
	85
Various, Individual Referral to Ongoing MDTA Training	210
	40
	105
	300
	15
	100
	100
	870

Figure 6

TRANSITION Program

FY68-FY69 MDTA Training by State

STATE	TRAINEES	
	FY 68	FY 69
Arizona	70	
California	72	120
Colorado	57	
District of Columbia		200
Georgia	220	220
Idaho		30
Illinois		50
Kansas	90	
Kentucky	424	
Louisiana		40
Missouri	180	210
Nevada	140	
New Jersey		75
North Carolina		350
Rhode Island	60	
South Carolina		145
Texas	265	505
Tennessee		200
Virginia	127	
Washington	175	
TOTAL	1,880	2,145

In addition to MDTA sponsored training, individual Federal agencies provide orientation and training courses for their special job requirements.

HEW also provides valuable assistance to TRANSITION under the provisions of the Vocational Education Amendments of 1968. Through the efforts of HEW, state directors of vocational education are working with local TRANSITION sites to develop viable skill training courses which will mutually benefit the state and the serviceman. We are also working up placement arrangements, as an integral part of these courses, to obtain a maximum yield to the manpower needs of the states.

Post Office Department

The Post Office Department developed the first pilot course sponsored by a Federal agency and has been the largest Federal participant in the program. The Department is conducting orientation and training programs at 86 installations. Additionally, 33 other sites participate by sending personnel to one or more of the 86 installations. Over 17,000 have completed these courses for carrier/clerk. As these personnel leave the service, approximately 600 per month have been entering employment, with this figure increasing as jobs become available in the locations desired.

Department of Justice

Corrections Officer Training. The Department of Justice through its Bureau of Prisons, has initiated a TRANSITION Correction Officer Training Program. A pilot course has been completed at the Petersburg, Virginia Reformatory, with TRANSITION personnel from Fort Lee participating. The Bureau of Prisons is presently developing similar programs at: Vandenberg AFB, California; Tinker AFB, Oklahoma; Fort Leavenworth, Kansas; and Fort Bliss, Texas.

General Services Administration

GSA has a limited program for providing on-the-job training at its installations near military sites. A variety of skill training opportunities can be made available. The original program involved the training of warehousemen. This program is now undergoing review for appropriate expansion.

Department of Agriculture

This Department is running pilot courses particularly designed for our low skill groups to train men as field engineering aides. This program appears to be most promising.

Civil Service Commission

The Civil Service Commission provides information to the U.S. Employment Service about Federal job vacancies. The information is then provided to the TRANSITION sites. This gives the counselor another job possibility to discuss with the serviceman. Civil Service's job information facility has now been automated. This permits servicemen to make a single application and receive civil service employment consideration at locations of their choice throughout the United States. This system is known as the Vietnam Era Veterans Employment Referral Program (VEVERP), which was developed by Defense for use at DOD installations. The program is now being expanded to include all Federal employment openings.

Veterans Administration

TRANSITION and the Veterans Administration work together closely at hospital sites where disabled personnel enter into training prior to discharge. Also Veterans One-Stop Assistance Centers have recently been established by VA at key cities throughout the United States. These centers have the mission of providing, in one locatio ., information from the Federal and local governments to assist the returning serviceman. Assistance in housing, employment, education, and medical problems are provided by responsible governmental agencies. TRANSITION counselors refer the returning veteran to these centers for additional assistance or field help for those who cannot participate in the training and educational offerings of TRANSITION.

Commerce Department

The Commerce Department has served to bring the business community and the Department of Defense closer together in implementing TRANSITION. The 42 Field Offices of the Department of Commerce assist the local sites in contacting business and industry to develop local training programs and to provide course graduates and other qualified servicemen with job opportunities.

FAA

The FAA has been cooperating with the TRANSITION Program, particularly near Air Force bases, by providing assistance and testing facilities for airmen who desire to upgrade their employment potential by obtaining the appropriate FAA certification.

Housing and Urban Development Department

The Housing and Urban Development Department is establishing procedures to train and employ veterans in various offices of that agency.

State and Local Government Participation

The primary efforts of State (Appendix D) and local governmental (Appendix E) participation have been in education and employment services. Formal training by state and local agencies has generally been restricted to on-the-job training; however, this training has often been in the critical public service fields.

Educational Assistance

Through the State Higher Education Commission, a program for upgrading basic education skills is administered. Local school districts either conduct evening classes in nearby public school facilities or come to the military installation and provide the necessary training.

State Vocational Educational Agencies assist the local commander in the development of MDTA training programs. Technical guidance is provided in determining what instructional assistance is required and what training facilities are adequate.

Generally the state educational agencies accredit TRANSITION training programs and certify course graduates so that they may more easily obtain appropriate employment.

Employment Service Assistance

Local Employment Service Offices advise the TRANSITION sites on nationwide employment needs, and offer assistance in the development of an overall plan. Additionally, job placement services are provided to TRANSITION trainees, as well as to the servicemen with already marketable civilian skills.

Training Assistance

State and local law enforcement agencies are actively involved in training TRANSITION personnel in the law enforcement profession. State Police Training Commissions are assisting in the development of training programs. Graduates of the programs are properly certified as having met the police training entry standards of the participating states. Local law enforcement officials provide most of the instructional support for such programs. There are now numerous on-the-job police training programs being conducted throughout the nation for TRANSITION personnel.

Such courses are designed to provide an introduction to law enforcement for TRANSITION trainees. The objective of the police training program is to provide an entry into the law enforcement field for the individual who, after this introduction, decides on a career in law enforcement.

The program is community-oriented with local junior colleges frequently establishing the program of instruction and local law enforcement officials serving as instructors.

Placement has been extremely high in the law enforcement program; upward of 95% of the graduates have been placed in police work. Local communities are becoming involved in this program at an ever increasing rate (Appendix E). Training programs for para-professional jobs in the areas of teaching, recreation, public health, and state and municipal public works agencies are also being conducted enthusiastically. Both the Conference of Mayors and Conference of State Governors are cooperating in alerting local and state governments to the aims and purpose of TRANSITION.

One of the more innovative programs in the public service field has been a program in the St. Louis, Missouri, area. As indicated in Chapter 6, a local private college, Webster, initiated a program to train veterans from disadvantaged backgrounds as teachers in the inner-city school system. The program was conducted in cooperation with the St. Louis Public Schools and Fort Leonard Wood, Missouri. A unique feature of this program was that the majority of the participants were either high school dropouts, or possessed poor secondary academic records, and yet they now are being trained for the teaching profession in an accelerated 2-1/2 year plan leading to a B.A. degree and a Missouri teacher's certificate.

Chapter 9

Reporting and Evaluation System

The TRANSITION Program depends upon three systems to provide information for the management of the program. There is an internal TRANSITION data file, an Employment Services Follow-Up Data Collection System and a Reserve Records Follow-Up System. Figure 7 displays how these programs operate.

Internal Information System

The statistical reporting system for the TRANSITION Program is designed to monitor progress in program implementation and to provide a statistical basis for evaluating its effectiveness. The basic part of the reporting system is a name-by-name file for each individual who is eligible for participation in the program. This name-by-name file contains some 35 items of information about the individual and is provided to the Office of the Assistant Secretary of Defense (M&RA) in magnetic tape format.

Each month the Military Services send to the Office of the Assistant Secretary of Defense (M&RA) a series of magnetic tapes giving name-by-name data on all men scheduled to separate from military service during a six-month period. This six-month period covers the reporting month (the month immediately prior to the one during which the report was submitted) and five succeeding months.

The 35 items on the name-by name file include information of a personal characteristics nature, such as name, grade, date of birth, race, and military occupation. Included in the 35 item file also are items which pertain specifically to the experience of these individuals in the TRANSITION Program. TRANSITION experience items covers whether the individual was counseled, whether and/or when he entered into an education or training course, the kind of skill he was trained in, and other information. (See Appendix F)

By compiling the items of information contained in the name-by-name files, OASD(M&RA) is able to produce information showing, for example, the number of men who received counseling in any month, and the kinds of skills for which training is being given. Other desired information may be obtained from different compilations, such as the numbers of individuals of a specific grade with a stated educational background or of a particular race who receive training in a specific skill.

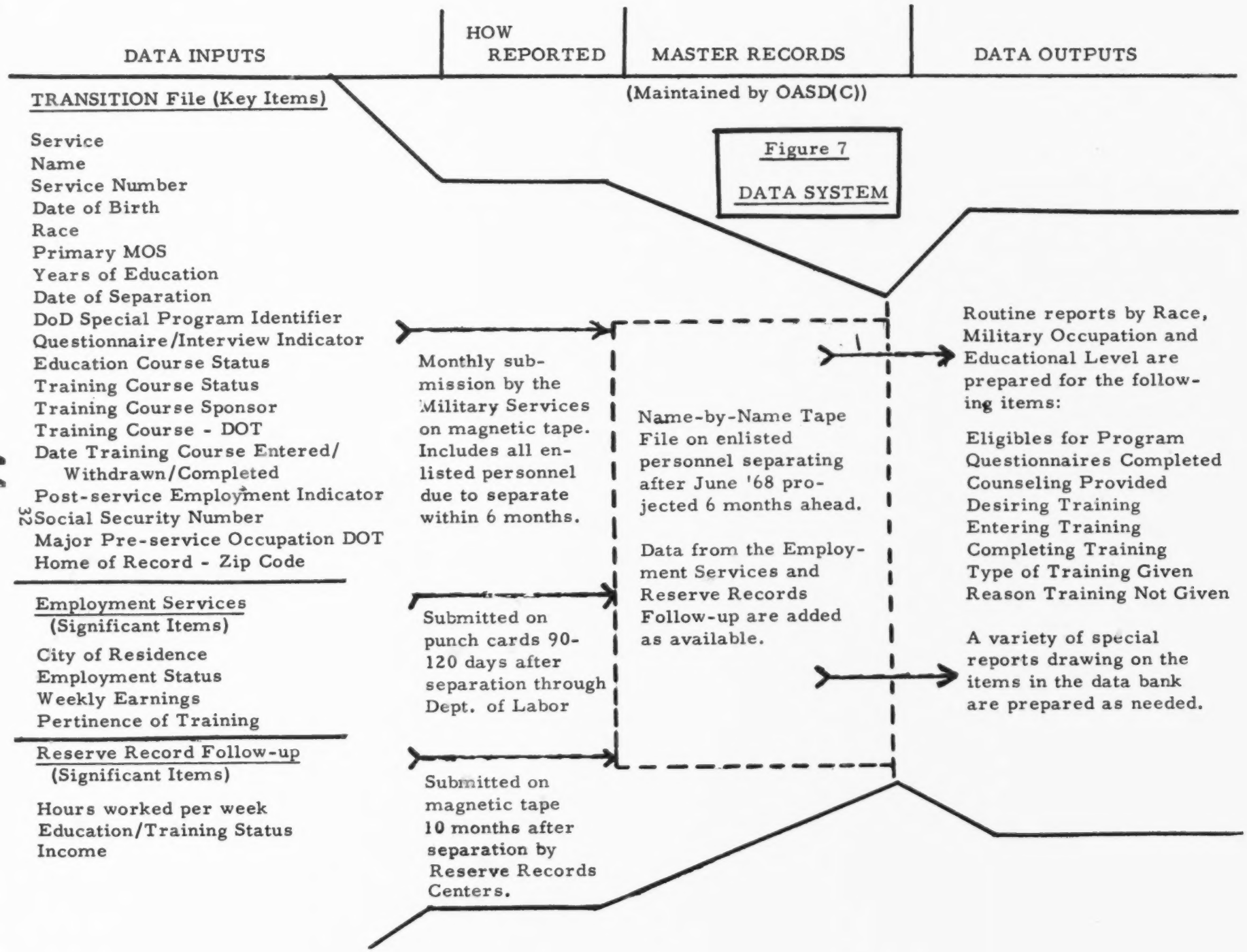
DATA INPUTS
HOW REPORTED
MASTER RECORDS
DATA OUTPUTS
(Maintained by OASD(C))
TRANSITION File (Key Items)
Service
Name
Service Number
Date of Birth
Race
Primary MOS
Years of Education
Date of Separation
DoD Special Program Identifier
Questionnaire/Interview Indicator
Education Course Status
Training Course Status
Training Course Sponsor
Training Course - DOT
Date Training Course Entered/ Withdrawn/Completed
Post-service Employment Indicator
Social Security Number
Major Pre-service Occupation DOT
Home of Record - Zip Code
Employment Services (Significant Items)
City of Residence
Employment Status
Weekly Earnings
Pertinence of Training
Reserve Record Follow-up (Significant Items)
Hours worked per week
Education/Training Status
Income
Monthly submission by the Military Services on magnetic tape. Includes all enlisted personnel due to separate within 6 months.
Submitted on punch cards 90-120 days after separation through Dept. of Labor
Submitted on magnetic tape 10 months after separation by Reserve Records Centers.
Name-by-Name Tape File on enlisted personnel separating after June '68 projected 6 months ahead.
Data from the Employment Services and Reserve Records Follow-up are added as available.
Routine reports by Race, Military Occupation and Educational Level are prepared for the following items:
Eligibles for Program
Questionnaires Completed
Counseling Provided
Desiring Training
Entering Training
Completing Training
Type of Training Given
Reason Training Not Given
A variety of special reports drawing on the items in the data bank are prepared as needed.

Figure 7

DATA SYSTEM

As each man leaves Military Service, his name-by-name record is transferred to a permanent file which contains the basic personal characteristics and the TRANSITION related information noted above. To this file, certain additional follow-up information is added at a later date. This information is furnished by the Department of Labor and also from the Service Reserve Records Centers through a cooperatively developed follow-up system.

Employment Services Follow-Up

Men separating from military service must complete a form known as the OVRR-2. A copy of this form serves as a basis for follow-up on a man's post-service career. The various state employment services receive an OVRR-2 for each man separated (the form has a coding provision to identify persons who have been through either or both TRANSITION and Project 100,000), and are required to check on his status between 45 and 90 days after separation. The employment service offices ascertain whether an individual is working, his salary, and similar information. The information collected by the local state employment service offices is entered on IBM punch cards by each of the states and sent through the Department of Labor to the Department of Defense, where it is added to each individual's TRANSITION name-by-name file.

Reserve Records Follow-Up

The Military Reserve Records Center obtains information on a man's status approximately ten months after separation from service. This information is similar to that obtained by the employment service offices and likewise is referred to OASD(M&RA) where the information is added to the man's TRANSITION magnetic tape record.

On the basis of the information contained in the TRANSITION records, it is possible to monitor the rate of program progress, the nature of the counseling and training services being furnished to the men, and quantitatively to evaluate the extent to which the TRANSITION Program has affected a man's post-service career.

Chapter 10

Evaluation of the Program to Date

General Goals Are Being Met

Figure 8 contains a summary of the progress made since the inception of the program. Over 347,000 questionnaires have been administered. The general goal for a 12 month period was approximately 500,000. While this goal will not be reached, it must be stated that although the program went operational in January 1968, many important bases did not begin the program until March. If the 12 month period were extended through March 1969, the goal would most probably be met. The factors working against the complete coverage desired have been: the lack of counselors to make initial contacts, weaknesses in administrative procedures for identifying eligibles, and the early release programs which cut into the availability of personnel to participate.

The figures do show that the counseling goal is generally being met. Once men are identified and express an interest in the program the Military Services have been following up on these men and counseling them.

The number of men who actually enter into training is good, but not yet completely responsive to their desires. A field analysis indicates that many men who do want training have too little time remaining to participate in the desired course, cannot be spared because of primary mission requirements, or find that specific courses desired are not available at that present time at the base to which assigned. Each of these problem areas are continuously being examined at individual sites. Much can and is being done toward providing more training, release time, and personnel availability. These remain, of course, critical operational items.

A low rate (4%) of dropouts reflects, to an increasing degree, the refinement of all present courses, the popularity of the subjects offered, and appeal of the built-in placement opportunity for those men successfully completing industry sponsored courses.

Attitude of Local TRANSITION Staffs

Field visits have uncovered an important development. There is a widespread feeling on the part of base TRANSITION staffs working face to face with the returning serviceman, that they are participating in a constructive program to assist servicemen in making individual choices about their futures.

Figure 8

Goals and Achievements

(January through November 1968)

	Questionnaired	Counseled	Entered Training
Annual Goals ----------	500,000	350,000	150,000
Goals through November ------	458,000	320,000	137,500
Actual Activities through November ----------	347,000	278,000	51,000
% of Goals as of November 30--	76%	87%	37%

This attitude has been instrumental in overcoming the many problems associated with a new program and in their discovering and utilizing previously unknown resources and procedures to meet the desired goals.

This attitude, it is believed, is being developed by the servicemen's responses. Counselors are finding that the men are happy with their individual Service's concern about their personal future. This reflects a new approach towards solving individual problems and is totally consistent with the mission of the TRANSITION Program.

The Problem of Personnel Shortages

The TRANSITION Program lives within a restricted budget. The monies available for additional personnel to man counselor and administrative positions is limited. Similarly, the allocation of civilian spaces restrict the number of openings for such hiring because higher priorities exist elsewhere. Some short term hiring has been allowed to meet counselor requirements, and often military personnel awaiting reassignment are employed to help meet TRANSITION staff requirements.

There is also, due to cutbacks in base strengths, less personnel at some installations actually available for TRANSITION training. While it is hoped that FY 70 budget adjustments will alleviate part of the counselor and administrative personnel problems, it can be expected that overall base cutbacks in troop strengths may definitely affect the number who might participate. The challenge to the TRANSITION Staffs will be to insure that all available eligibles are always contacted and helped as much as possible.

Administration and Management

There are problems in this area stemming from the newness of the program and the need to develop appropriate directives and operating procedures. The depth and accuracy of record-keeping for TRANSITION participants from their initial identification through their job placement in civilian life needs renewed emphasis.

Training

The response to the program by American business, both large and small, has been most heartening. Both the men taking company sponsored courses and the companies themselves have recognized immediately the advantages of this training relationship. With over 50 large and 400 smaller companies participating, there is ample evidence of the wide acceptance of the program by the business community. The aim now will be to consolidate and refine this relationship so that courses and job availability information in areas of greatest economic need are properly offered to the men. In addition, attention should be given to assure the companies having similar occupational demands have equal opportunity to participate at the proper military installations.

One problem in training involves getting needed courses to outlying military installations where companies frequently cannot logistically support such training. Companies are encouraged to make additional efforts to help where possible. Some have responded beyond what might be expected. However, MDTA courses and programmed instruction materials are being used to accommodate the isolated duty stations until greater industry participation is available.

The O.J.T. programs are wide-ranging and varied. Local companies have responded to individual base requests with enthusiasm. The range of courses as shown in Appendix B is evidence of the tailoring of offerings to both needs and desires. While it is expected that individual bases will continue to seek local industry support, more administrative control over the O.J.T. type training program is needed, to include monitoring the scope of this training to insure its development of marketable skills.

The Target Group

As the TRANSITION Program continues to gain interest among the returning servicemen, increasing requests are being made for all forms of assistance. As the program developed, attempts were made to accommodate all who applied. The principal aim of the program is to continue in this direction. However, under continued budget restrictions and personnel ceiling limitations, it may be necessary at some bases to insure that priority is always given to those men who require the most needed assistance, particularly those returning to critical urban and rural environments, and limit somewhat our assistance to other groups if absolutely necessary.

As Project 100,000 personnel enter the separation stream, they will become part of our primary target group. However, the aim of the TRANSITION Program will always be to maximize the services rendered within existing resources, and to enlarge those resources with any available help from the private and public sectors.

Reenlistment

One of the concerns about the TRANSITION Program has been its possible intrusion into the reenlistment decisions of men about to leave the service. Certain built-in features of the program minimize this possibility. First, the questionnaire given to all eligibles asks whether the serviceman intends to reenlist. If he does, he is not contacted by

TRANSITION. Second, during the counseling session, the guidelines dictate that each counselor include reenlistment as one of the options discussed with the men. Field analysis has been indicating that where these guidelines are conscientiously applied, reenlistments do occur. The TRANSITION atmosphere permits the serviceman to weigh critically, often for the first time, possible service careers against his aptitudes, interests, and the opportunities available to him in civilian life.

Other Nations' Transition Programs

Figure 9 illustrates the TRANSITION-type programs in Great Britain, Canada, West Germany, and Israel. These programs are similar to the United States program and are actually established by law as a mission of the Military Services. The British and West German programs are designed to aid the procurement system. In West Germany, where a man serving from 3 to 15 years is a desired part of the military structure, the "transition" program is a personal security measure which is used as an incentive to enlistment. The American TRANSITION Program has similar features which could be utilized to encourage initial enlistment or possibly aid in the formation of a volunteer force.

Future Considerations

As the TRANSITION Program begins a new year (1969), it will be important to consider the following:

1. The continuous improvement of the counseling system in order to reach those who need the most assistance, bringing to bear the best of research efforts to meet the peculiar problems of the TRANSITION process.

2. Judicious use of MDTA funds to tailor more courses to those with low educational achievement or no marketable skill who will be returning to the critical urban and rural environments, and to provide courses in more remote duty areas where industry participation is inadequate.

3. Increasing the variety of training at remote duty sites through more programmed instruction and other types of learning systems.

4. Establishing a permanent working group with participating agencies in the public sector to insure maximum use of all available resources and the effective and efficient management of complementing programs.

FIGURE 9

TRANSITION PROGRAMS OF FOREIGN NATIONS

	BRITAIN	CANADA	WEST GERMANY	ISRAEL	UNITED STATES
ELIGIBILITY	MEN WITH 3 YEARS SERVICE	COUNSELING FOR ALL – TRAINING FOR 10 YEAR MEN	"SOLDIERS OF TIME" WITH 3 TO 15 YEARS SERVICE	• ALL PERSONNEL • EMPHASIS ON SOCIALLY & CULTURALLY DEPRIVED	ALL PERSONNEL ESPECIALLY THOSE WITH LOW EDUCATION OR NO SKILL
COUNSELING	• UNIT-24 MONTHS • CAREER SERVICE BOARD 12-18 MO. • RESETTLEMENT BOARD-6 MO.	• MAY START 5 YEARS PRIOR • INTENSIFIED LAST 12-18 MO.	• CONTINUOUS COMMENCING 3 MONTHS AFTER ENTRY	• 7 MOS PRIOR TO DISCHARGE	• 6 MOS PRIOR TO DISCHARGE
TRAINING	• ACADEMIC & VOCATIONAL DURING SERVICE • 28 DAYS PRE RELEASE TRAINING	• ACADEMIC & VOCATIONAL DURING SERVICE	• EMPHASIS ON VOCATIONAL SKILLS • FULL TIME FOR 6-36 MO. PRIOR TO TERMINATION OF SERVICE	• ACADEMIC & VOCATIONAL • ON AND OFF DUTY DURING SERVICE	• ACADEMIC & VOCATIONAL TRAINING DURING LAST 6 MONTHS SERVICE
PLACEMENT	• MILITARY PROFESSIONAL ASSOCIATIONS • MINISTRY OF LABOR	• EMPLOYMENT BULLETINS • REGISTRATION WITH MANPOWER SERVICE	LIAISON BY OTHER GOVT. AGENCIES AND PRIVATE INDUSTRY ON BASE	EMPLOYMENT OFFICE AND BUSINESS VISITS TO BASE	• USES • BUSINESS • GOVERNMENT
PURPOSE & VALUE	• CAREER INCENTIVE • ASSIST IN ADJUSTMENT TO CIVILIAN LIFE	ASSIST MIL PERS TO SUCCESSFULLY REENTER CIVILIAN LIFE	MAKE 3-15 YEAR SERVICE CAREERS ATTRACTIVE	• IMPROVE INDIVIDUAL PRODUCTIVE CAPABILITIES • SETTLEMENT OF DEV AREAS	• PREPARE DEPARTING PERS FOR PRODUCTIVE REENTRY TO CIVILIAN LIFE

5. Strengthen the follow-up procedures on servicemen reentering civilian life to better evaluate the program's effectiveness.

6. Widen the scope of industry training to provide more varied options for servicemen desiring such training.

7. Improve the system of placement and job referral by sharpening relationships with the state employment services and industry, including further automation of procedures.

8. Continue the attention given to reenlistment in the TRANSITION counseling process and use the TRANSITION Program as an incentive in the initial procurement of military personnel.

9. Develop more effective ways to insure that skills gained in military life are better understood and directly utilized by the civilian economy.

10. Provide more assistance to men, such as the early releasees, who cannot participate in TRANSITION, through self-counseling devices and job assistance pamphlets.

11. Take greater advantage of the lessons learned from foreign nations who have had "transition" programs almost ten years.

12. Develop kits for counselors to provide directly useful materials that will enhance their TRANSITION counseling efforts.

13. Consolidate and refine the total training offerings at each military base so that there is appropriate variation, but also uniformly solid course content, particularly in O.J.T. programs.

14. Review the on- and off-duty release policies to determine the most viable training programs possible within mission capabilities.

15. Sharpen the reporting systems in order to enhance the total management of the program.

16. Respect budget limitations by proper management of available resources from the public and private sectors.

Appendix A

Examples of Skill Training Provided by Major Companies Participating in TRANSITION

Allstate
- Claims Adjustment

Boeing Aircraft
- Aircraft Assembler Mechanic

Chase Manhattan Bank
- Clerical
- Data Processing

Equitable Life
- Insurance Salesman
- Personnel Manager

Financial Programs, Inc.
- Retail Sales
- Sales
- Management Finance
- Security Sales

Firestone
- Store Management
- Credit Management

Ford Motors
- Auto Mechanic
- Sales
- Assembly Line Foreman

General Electric
- Sales Management
- Appliance Service Technician

General Motors
- Diesel Mechanic
- Frigidaire Appliance
- Appliance Repair
- Truck & Coach
- Collision Repair & Refinishing
- Delco Fleet Service
- Automobile Mechanic

General Telephone
- Telephone Repair
- Warehouseman

Glidden-Durkee
- Market Management

Gulf Oil
- Station Management

Holiday Inn
- Restaurant Management

Honeywell
- Computer Program
- Computer Maintenance

Howard Johnson
- Restaurant Management

Humble Oil
- Station Management

IBM
- Computer Systems Fundamentals
- Sales & Repair
- Office Machine Repair
- Technical Representative
- Electrician-Mechanic

John Hancock
- Salesmanship
- Insurance Sales

Lockheed Shipbuilding
- Pipefitter

Metropolitan Life
- Insurance Sales

Mobil Oil
- Station Manager
- Driveway Salesman

Montgomery Ward
- Auto Air Condition Mechanic
- Radio-TV Repair
- Security Clerk
- Sales Management

National Cash Register
- Electro-mechanical Concepts

Nationwide Finance
- Manager Trainee
- Financial Management
- Field Representative

New Jersey Bell
- Lineman & Installer

New York Life
- Underwriter
- Insurance Sales

Northrop
- Aircraft
- Food Management

J.C. Penney
- Auto Mechanic
- Parts Control,
- Maintenance
- Stock Clerk

Philco Ford
- Electrician Technician

Phillips Petroleum
- Station Management

RCA
- TV Repair
- Data Processing

Raytheon
- Electrician Assembly
- Drafting

Ryder Truck Rental
- Auto Mechanic

Royal Typewriters
- Office Machine Repair
- Salesman

Seaboard Finance, Inc.
- Consumer Finance
- Management Trainee

Sears Roebuck
- Sales Management
- Shipping Receiving
- Credit Trainee
- Basic Electronics
- TV Repair

Standard Oil of California
- Station Manager
- Service Station Operator

Volkswagen
- Auto mechanic

Xerox
- Technical Representative
- Machine Maintenance
- Clerical
- Service Technician

Appendix B

Examples of Variety of OJT Training Provided by Small Business

Automotive

Auto mechanics
Auto services
Air conditioning
Body repair
Auto parts
Paint shop foreman
Dispatcher
Truck driver

Electronics

Basic electronics
Data processing
Sales & repair
Computer maintenance
Electronics assembly

Clerical

Accountant
Typist
Bank teller
Bookkeeper
Stock Clerk

Publishing

Printer
Draftsman
Key punch operator
Lithographer
Multilith operator.

Medical

Dental lab technician
Nurse
Veterinary assistant

Trades

Sheetmetalman
Welder
Pipefitter
Machinist
Carpenter
Cabinet maker
Fence installer
Masonry
Upholstery
Carpet & tile laying
Carpet maker

Miscellaneous

Cosmetologist
Burglar alarm repair
Meat cutting
Crane operator
Boiler tender
Horticulturist
Barber

Appendix C

FY 68 & FY 69 MDTA TRANSITION COURSES
(As of 18 December 1968)

STATE	FY	MIL. INSTALLATIONS	TYPE COURSE	TRAINEES
Arizona	68	Fort Huachuca	Television Service & Repairman	20
	68	Fort Huachuca	Draftsman, Junior	20
	68	Luke & Williams AFBs	Aircraft, Engine Mechanic	30
				70
California	68	Treasure Island	Various-Individual Referrals	32
	68	Fort Irwin	Law Enforcement	40
				72
	69	Camp Pendleton	Law Enforcement	120
Colorado	68	Fitsimons Gen.Hosp.	Individual Referrals	57
District of Columbia	69	Area Installations	Pre-Vocational Training Counseling	40
			Auto Mechanic Helper	40
			Programmer	40
			TV Repair	40
			Individual Referral	40
				200
Georgia	68	Fort Gordon	Refrigeration Mechanic	20
	68	Fort Gordon	Automobile Service Mechanic	20
	68	Fort Gordon	Law Enforcement	40
	68	Fort Gordon	Front End Man	20
	68	Fort Gordon	Electrical Appliance Serviceman	20
	68	Fort Gordon	Various-Less Than Class Group	100
				220
	69	Fort Gordon	Front End Man	40
	69	Fort Benning	Auto Mechanic	80
	69	Warner Robbins AFB	Aircraft Engine Mechanic	100
				220
Idaho	69	Mountain Home AFB	Patrolmen	30
Illinois	69	Ft.Sheridan/Gr.Lakes	Civil Service Preparation	25
	69	Ft.Sheridan/Gr.Lakes	Individual Referral	15
	69	Ft.Sheridan/Gr.Lakes	TV Service Repair	10
				50
Kansas	68	Fort Riley	Digital Computer Operator	90

STATE	FY	MIL. INSTALLATIONS	TYPE COURSE	TRAINEES
Kentucky	68	Fort Knox	Appliance Repair	96
	68	Fort Knox	Drafting	96
	68	Fort Knox	Industrial Electricity	96
	68	Fort Knox	Welding	96
	68	Fort Knox	Data Processing & Programming	40
				424
Louisiana	69	Fort Polk	Auto Mechanic	40
Missouri	68	Fort Leonard Wood	Auto Body Repair	27
	68	Fort Leonard Wood	Drafting	27
	68	Fort Leonard Wood	Automotive Services	27
	68	Fort Leonard Wood	Electronics	27
	68	Fort Leonard Wood	Cabinet Making	27
	68	Fort Leonard Wood	Air Conditioning	15
	68	Fort Leonard Wood	Clerical Practice	15
	68	Fort Leonard Wood	Bookkeeping	15
				180
	69	Fort Leonard Wood	Various	210
Nevada	68	Nellis AFB	Digital Computer Operator	20
	68	Nellis AFB	Civil Service Prep-Postal Clerk	120
				140
New Jersey	69	Fort Dix-McQuire AFB	Programmer	25
	69	Fort Dix-McQuire AFB	Drafting	50
				75
North Carolina	69	Camp Lejeune	Auto Mechanic	30
	69	Camp Lejeune	Electrician	30
	69	Camp Lejeune	Drafting	30
	69	Camp Lejeune	TV Repair	30
	69	Camp Lejeune	Welder	30
	69	Fort Bragg	Salesman	40
	69	Fort Bragg	Gasoline Engine Repair	40
	69	Fort Bragg	Service Station Manager	40
	69	Fort Bragg	Welder	40
	69	Fort Bragg	Draftsman	40
				350
Rhode Island	69	USNS Newport	Auto Service Mechanic	60
South Carolina	69	Charleston Navy/AFB	Clerk General Office	15
	69	Charleston Navy/AFB	Auto Mechanic	15
	69	Charleston Navy/AFB	Welder	15
	69	Charleston Navy/AFB	Individual Referral	100
				145

STATE	FY	MIL. INSTALLATIONS	TYPE COURSE	TRAINEES
Texas	68	Bergstrom	Individual Referral	20
	68	Bergstrom	Various-Less Than Class Group	20
	68	Fort Hood	Various-Less Than Class Group	225
				265
	69	Fort Hood	Individual Referral	300
	69	Fort Bliss	Individual Referral	100
	69	Goodfellow AFB	Individual Referral	105
				505
Tennessee	69	Fort Campbell	Auto Painter	100
	69	Fort Campbell	Auto Service Mechanic	100
				200
Virginia	68	Fort Lee	Draftsman, Junior	60
	68	MCS Quantico	Programmer	20
	68	Fort Eustis	Auto Service Station Mechanic	15
	68	Fort Belvoir, Fort Meyer, MCS Quantico	Programmer, Business	32
				127
Washington	68	Fort Lewis	Various-Individual Referrals	175

	TRAINEES
FY- 68 TOTALS	1880
FY- 69 TOTALS	2145

Appendix C

Appendix D

TRANSITION Program
State Sponsored Training

TRAINING	SPONSOR
Educational Programs	State of Arizona
	State of California
	State of Georgia
	State of Illinois
	State of Kansas
	State of Kentucky
	State of Missouri
	State of Nevada
	State of North Carolina
	State of New Jersey
	State of Rhode Island
	State of South Carolina
	State of Texas
	State of Virginia
	State of Washington
Highway Patrolman	State of California
Public Works	State of California
	State of Florida
	State of Illinois
	State of Rhode Island
	State of Texas
	State of Washington

Appendix E

Representative Local Government Sponsored Training

TRAINING	SPONSOR
Corrections Officer	Richmond County, Ga.
Health Technician	Clark County, Nev.
Hospital Attendant	Petersburg, Va.
Law Enforcement	Cumberland, N.C. Fayetteville, N.C. Hampton, Va. Kitikas, Wash. La Grange, Ill. Little Creek, Va. Los Angeles, Calif. Norfolk, Va. Overland Park, Kans. Princess Anne, Va. Richmond, California.
Public Works	Columbia County, Ky. Fairfield, Calif. Norfolk, Va. Monterey, Calif. Seattle, Wash.
FAA-A&P Assistance Program	Dade County, Florida

Appendix F

Reporting System

Data Elements for Name by Name File

1. Service
2. Name
3. Service Number Prefix
4. Service Number
5. Current Grade
6. Date of Birth
7. Race
8. DOD 3-Digit Occup. Code (Primary)
9. DOD 3-Digit Occup. Code (Secondary)
10. Total Active Federal Military Service Date
11. Highest Year of Education Completed
12. Date of Separation
13. DOD Special Program Identifier
14. TRANSITION Orientation Method
15. TRANSITION Questionnaire/ Interview Indicator
16. TRANSITION Interview Date
17. TRANSITION Education/Training Status

Appendix F (Continued)

18. Installation of TRANSITION Reporting Office

19. TRANSITION Training Priority Category

20. TRANSITION Education Course Status

21. Level of TRANSITION Education Course

22. TRANSITION Education Subject Group

23. Date Educ. Course Entered/ withdrawn/ completed

24. TRANSITION Training Course Status

25. TRANSITION Training Course Sponsor

26. TRANSITION Training Course - DOT

27. Date Training Course Entered/ withdrawn/ completed

28. Post Service Employment Indicator

29. Social Security Number

30. Primary MOS/AFSC/NEC

31. Secondary MOS/AFSC/NEC

32. Major Pre Service Occupation - DOT

33. Home of Record - ZIP

34. Separation Mailing Address - ZIP

35. Transaction Identity Code - SDN

Appendix G

Number of TRANSITION Sites by State and Overseas Countries

STATE	SERVICE	NO. OF SITES
Alabama	Air Force	4
	Army	3
Arizona	Air Force	3
	Army	2
Arkansas	Air Force	2
California	Air Force	15
	Army	8
	Marine Corps	3
	Navy	3
Colorado	Air Force	5
	Army	2
Delaware	Air Force	1
District of Columbia	Air Force	4
	Army	2
	Navy	1
Florida	Air Force	8
	Navy	3
Georgia	Air Force	2
	Army	5
Idaho	Air Force	1
Illinois	Air Force	2
	Army	2
	Navy	1
Indiana	Air Force	1
	Army	1
Iowa	Air Force	1
Kansas	Air Force	2
	Army	2
Kentucky	Army	2
Louisiana	Air Force	2
	Army	1
Maine	Air Force	3
Maryland	Air Force	2
	Army	4
Massachusetts	Air Force	3
	Army	1
Michigan	Air Force	5
Minnesota	Air Force	2

Appendix G (Continued)

STATE	SERVICE	NO. OF SITES
Mississippi	Air Force	2
Missouri	Air Force	3
	Army	1
Montana	Air Force	2
Nebraska	Air Force	1
Nevada	Air Force	1
New Hampshire	Air Force	1
New Jersey	Air Force	1
	Army	2
New Mexico	Air Force	4
	Army	1
New York	Air Force	6
	Army	2
North Carolina	Air Force	2
	Army	1
	Marine Corps	1
North Dakota	Air Force	2
Ohio	Air Force	2
Oklahoma	Air Force	6
	Army	1
Oregon	Air Force	2
Pennsylvania	Army	1
	Navy	1
Rhode Island	Navy	1
South Carolina	Air Force	3
	Army	1
	Marine Corps	2
	Navy	1
South Dakota	Air Force	1
Tennessee	Air Force	1
Texas	Air Force	18
	Army	5
	Navy	1
Utah	Air Force	1
	Army	2
Virginia	Air Force	3
	Army	7
	Marine Corps	1
	Navy	1
Washington	Air Force	3
	Army	2
	Navy	1
Wisconsin	Air Force	1
Wyoming	Air Force	1

Appendix G (Continued)

Overseas AF TRANSITION Sites

Alaska	2
Azores	1
Bermuda	1
Canada	1
Canal Zone	1
England	9
Germany	12
Greece	2
Guam	1
Hawaii	2
Italy	2
Japan	5
Korea	1
Libya	1
Netherlands	1
Okinawa	2
Pakistan	1
Philippines	2
Puerto Rico	1
Spain	2
Taiwan	2
Turkey	6

SELECTED REFERENCES

A. Articles

Business Week, January 27, 1968; March 23, 1968
U.S. News & World Report, February 5, 1968; June 22, 1968
Wall Street Journal, May 14, 1968
Reporter, April 18, 1968
Christian Science Monitor, May 21, 1968
Fortune - June 1968, p. 156
Time - July 19, 1968
New York Times, July 29, 1968, p. 14
Nations Business, October 1968
Army Magazine, October 1968
Newsweek, October 28, 1968
Parade Magazine, November 17, 1968

B. Manpower Report of the President, 1967, pp. XVII-XVIII
Manpower Report of the President, 1968, page 211

C. Project VAULT, Webster College, Mo., April 15, 1968

D. Vietnam Era Veterans Employment Referral Program, Office of Assistant Secretary of Defense for Manpower and Reserve Affairs, September 1968

E. Counseling in Project TRANSITION (Manual), Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs, August 1968

F. Transferring Military Experience to Civilian Jobs, Manpower/Automation Research Monograph No. 8, Department of Labor, October 1968, pp. 18-19

G. Congressional Record, September 27, 1968

H. Committee on Veterans Affairs, House of Representatives No. 133, January 30, 1968, p. 4

I. National Manpower Policy Task Force, The Nation's Manpower Programs, January 7, 1969, pp. 28-29

ERIC Clearinghouse
FEB 1 1971
on Adult Education